

SCCW3. EDUCATOR CAPACITIES FOR SEXUALITY AND PREVENTION EDUCATION

USE WHEN YOU WANT TO EVALUATE:

Outcomes :

- ✓ Improved capacity of service providers and volunteers (educators)

Intervention types:

- ✓ Training and skill building sessions to increase the capacity of service providers and volunteers

Worked well with these populations:

- ✓ Educators

Interventions for:

- ✓ HIV
- ✓ STIs

DESCRIPTION

This relatively long questionnaire asks educators to assess their level of comfort in teaching about sexuality and HIV-AIDS; it could be used in peer educator contexts.

WHY THIS TOOL MIGHT BE USEFUL FOR COMMUNITY-BASED INTERVENTIONS

- ✓ Could be used to assess the effectiveness of training or peer support in developing competencies of people engaged in HIV, STI prevention and education
- ✓ Suitable for before and after testing of a program's effects
- ✓ Easily completed and analysed
- ✓ Could easily be programmed to be given electronically

Developed in:

- ✓ English

ADMINISTRATION, DESIGN, SCORING and ANALYSIS CONSIDERATIONS

ADMINISTRATION

- This questionnaire should take about 20 minutes to fill out each time.
- Tell participants why you are using the questionnaire, being clear that it is to evaluate the intervention to help make it better, and not them.
- Participation should be voluntary, so tell participants that it is ok if they do not complete the questionnaire, and assure participants that there are no negative consequences if they don't want to complete it. Give them a way to do something else at the same time that is similar to completing the questionnaire so that confidentiality of this decision is protected. (For further information on ethical considerations in carrying out evaluations, see [Ethics Resources](#))
- If used in a group setting, ensure that people feel safe and that the space is confidential; no one can see their answers (can see their screen or papers), and put completed questionnaires into a sealed envelope.

DESIGN OPTIONS

Choose only the sections and questions that are relevant to your intervention.

Measuring before and after intervention (this is the best option because it measures real change)

1. **WHEN TO USE:** Have the questionnaires filled out before the intervention or at the very beginning of it, and again after, as close to the end as possible (often the very last session is not suitable

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because it may be a celebration, or have low attendance).

2. **LINKING RESULTS:** Include a way to match the same person's pre and post questionnaires while protecting confidentiality, for example using a [password](#) or unique identifier that respondents generate and remember
3. **SCORING:** Create each person's total Educator Capacities for Sexuality And Prevention Education score by calculating his or her [average](#) of the questions asked. Average scores can range from 1 to 5.
4. **ANALYSIS:** Compare the pre and post scores for each individual, noting how many people improve, how many stay the same, and how many get worse.

Measuring change only after the end of an intervention: (this is the second best option, because people often think the intervention has had more effect than it really did)

1. Adapt all the questions so that they ask people what their answer is now and what it was before the intervention

For example, for question 1 ask: *"How confident do you feel about discussing hetero-/bi-/homosexuality in a neutral way?"* AND *"Before the workshop, how confident did you feel about discussing hetero-/bi-/homosexuality in a neutral way?"* (see an [example](#)).

2. **SCORING:** Create each person's total Educator Capacities for Sexuality And Prevention Education score by calculating his or her [average](#) of the questions asked. Average scores can range from 1 to 5.
3. **ANALYSIS:** Compare the pre and post scores for each individual, noting how many people say they improve, how many stay the same, and how many get worse.

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How confident do you feel about educating on the following topics?					
	Not at all confident	A bit unconfident	Unsure	A bit confident	Very confident
Discussing hetero-/bi-/homosexuality in a neutral way	1	2	3	4	5
Discussing attitudes towards people with HIV or AIDS	1	2	3	4	5
Discussing sexual activities other than sexual intercourse	1	2	3	4	5
Discussing condoms	1	2	3	4	5
Discussing differences between roles of males and females	1	2	3	4	5
Educating about sexual development	1	2	3	4	5
Discussing the right of people to take their own decisions about sexuality	1	2	3	4	5
Discussing masturbation	1	2	3	4	5
Educating about sexual relationships	1	2	3	4	5
Discussing building up self esteem	1	2	3	4	5
Educating about sexually transmitted infections	1	2	3	4	5
Educating about contraception	1	2	3	4	5
Discussing helping people to develop their decision-making skills	1	2	3	4	5
How confident do you feel about dealing with the following situations?					
Dealing with questions about sex in front of a group	1	2	3	4	5
Dealing with participants' expectations that you will disclose your own sexual behavior	1	2	3	4	5
Dealing with participants' individual problems	1	2	3	4	5
Dealing with referring individuals to a counsellor or health service	1	2	3	4	5
Dealing with cultural differences	1	2	3	4	5
How confident do you feel about doing the following methods in the classroom?					
Maintaining discipline when delivering interactive sexuality education	1	2	3	4	5
Organising role plays, for instance on resistance skills	1	2	3	4	5
Guiding discussions about sensitive issues, such as sexuality	1	2	3	4	5
Using small group work to teach sexuality education	1	2	3	4	5
Giving a demonstration on condom use	1	2	3	4	5
Inviting students to give input in the lessons	1	2	3	4	5
How confident do you feel about your own involvement in providing education?					
Staying true to your own personal values, when they differ from the values of the life skills programme, when delivering sexuality education	1	2	3	4	5

Being open to your students about personal norms and values	1	2	3	4	5
Not imposing own norms and values on the students	1	2	3	4	5
Non-judgemental teaching of sexuality	1	2	3	4	5
Creating an atmosphere of confidentiality	1	2	3	4	5

Source: Adapted from Tool 7 from the Monitoring and Evaluation Guide called *Are you on the right track?* developed by Rutgers and StopAIDSNOW (Dutch national AIDS organization). <http://www.stopaidsnow.org/organisation>
http://www.stopaidsnow.org/sites/stopaidsnow.org/files/PY_Are%20you%20on%20the%20Right%20Track.pdf